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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) voice in writing: (2) the effectiveness of an individualized humanistic writing program: (3) the effects of peer evaluation on eighth grade narrative writing: (4) student-centered versus teacher-centered college composition programs: (5) a comparison of pentadic and tagmemic approaches to writing instruction: (6) a rhetoric textbook combining reading, writing, and thinking: (7) the effects of transformational grammar and sentence combining on the use of syntactic strategies: (8) paradigmatic language training of adult illiterates: (9) a structured unit on expository paragraph development through time order for seventh grade students: (10) speaking as a prewriting activity: (11) rhetoric theory into practice: (12) teaching prewriting: (13) critical thinking skills and writing instruction: (14) sequencing composition assignments: (15) sentence combining, syntactic maturity, and writing quality of minority college freshmen in a summer preentry program: (16) writing instruction for the gifted: (17) writing instruction at the elementary school level: and (18) the nature and teaching of writing. (RL)

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Teaching of Writing:

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MYSTERIES OF THE SENTENCE AND OTHER ESSAYS ON THE NATURE AND TEACHING OF WRITING

VOICE IN WRITING

Order No. 8026756

AMBERG, JOHN WARD, PH.D. *Northwestern University*, 1980. 218pp.

As we move further into the age of electronic media (an age in which television, radio, and sound recordings are becoming the dominant means of public communication), the uses of writing in our society will necessarily change. As these uses change, new concepts and new methods for teaching writing will likely have to be developed. "Voice in writing," a concept often mentioned in the recent literature about the teaching of writing, needs especially to be discussed because it suggests a bridge between the orality of the electronic media and the written word.

In this study, voice in writing is discussed within the context of the changes in communication brought about by the burgeoning of the electronic media. The various definitions of voice in writing, particularly those put forth by John Schultz, John Hawkes, Walker Gibson, and Walter J. Ong, S. J., are presented and analyzed; a working definition of "voice" is developed. The relationship between speech and writing is discussed in terms of "voice," the conclusion being that although speech and writing are quite different in process and product, speech may be--at least for young people learning to write--an important part of the writing process.

The Voice Project at Stanford University (1966-1967), which was the most concerted effort to use "voice" as a basis for teaching writing, is outlined. The teaching methods and "voice activities" presented in *Voice Project*, the final report submitted to the United States Office of Education by John Hawkes, the project director, are discussed and analyzed. Duplications of "voice writing activities" completed in 1978-1979 in ordinary secondary school writing classes are presented; examples of students' writing, evaluated in terms of "voice," are included. The conclusions presented in *Voice Project* are evaluated in the light of these duplications and of the concept of voice.

The conclusion of this study is that the concept of voice has a real but limited usefulness for the teaching of writing in the age of electronic media. A few of the "voice activities," because they bring speech into the writing process, bridge the gap between the electronic media and the written word, but most do not. The concept of voice in writing and activities based on the concept are most useful when used along with and as part of traditional methods to teach writing.

EFFECTS OF AN INDIVIDUALIZED, HUMANISTIC PROGRAM OF CONFLUENT LITERATURE AND COMPOSITION INSTRUCTION ON THE WRITING PERFORMANCE OF LOW ABILITY SUBURBAN ELEVENTH GRADE HIGH SCHOOL STUDENTS

Order No. 8025181

BURT, ROBERT MICHAEL, ED.D. *Temple University*, 1980. 302pp.

This study compared the academic performance and writing production of low ability eleventh grade students who were divided into two groups. One group received instruction which was designated humanistic and individualized, while another group received a traditional format of instruction. In the first group the teacher acted as a facilitator and a resource person, and all activities performed by students were accomplished through independent or group work. At no time did the teacher lecture, direct, or formally discuss topics with the students assembled as a class. Instead, the teacher met with students on a one-to-one basis. Conferences on student writing were held frequently, and students were encouraged to work together in developing ideas and strategies for writing situations. Individual and group work was used for study and the introduction of the academic materials included in the experiment. The second group was taught in a traditional fashion by the experimenter-teacher who directed and led all activities which took place in the classroom. New topics were introduced by the teacher, and drills and follow ups were supervised by him. Writing assignments were given to the class as a whole, and students were encouraged by the teacher to persist in their assigned activities. The teacher actively enforced a traditional standard of discipline, and all students worked on the same activity at the same time. Variation was not permitted.

Results of academic tests as well as results of T-Unit and punctuation analysis when subjected to statistical comparison between the groups indicated that there was no significant difference in either academic performance or writing production between groups which were traditional and groups which were individualized. Separate classes within each group were assigned to peer evaluate compositions to test if this strategy would significantly improve writing production. Analysis of variance of composition results of groups that used peer evaluation and groups which did not use the strategy revealed that no significant improvement came from the use of that technique.

When students were polled in order to determine if one technique was superior in providing students with a positive attitude toward composition, it was determined that the group which was Individualized had a significantly more positive attitude toward composition than did the Traditional group.

A TWELVE WEEK STUDY ON THE EFFECTS OF PEER EVALUATION FOR IMPROVING NARRATIVE WRITING PERFORMANCE AT THE EIGHTH GRADE LEVEL

Order No. 8019866

COPLAND, JEAN BERRYMAN, ED.D. *Auburn University*, 1980. 113pp. Director: Alvin D. Alley

This 12 week study evaluated the effects of peer evaluation for improving narrative writing performance at the eighth grade level. The major problem probed involved the degree of effectiveness with which eighth grade students worked in the peer evaluation groups as compared to the groups working in the traditional teacher-graded composition groups.

The hypothesis tested in this experimental study was that: The peer evaluation method will cause eighth graders to improve their narrative writing performance to a greater degree than will teacher evaluation.

The procedures included the random assignment of each of the four intact classes to experimental and control conditions. Upon establishing that the classes within the conditions were not significantly different on pre-measured variables, the two classes in each group were combined into one. Instruction was the same for all classes with peer evaluation of papers as the sole treatment variable. Two pretest and two posttest narrative compositions were collected from each student in each of the groups. Following Posttest Two, three trained raters used the "general impression" holistic process for scoring all narrative writings.

The analysis of variance statistical procedure was used for computing reliability of composition grades; analysis of covariance statistical procedure was used to test the hypothesis at the .05 confidence level.

From the results of this particular study, the following conclusions can be drawn: (1) The experimental hypothesis could not be accepted on the basis of the results of this study, for no significant differences were established between experimental and control group posttest performance through the analysis of covariance. (2) The significantly different entering levels of the experimental and control groups interfered with the full scale interpretation of the resulting data. (3) One teacher can effectively work with both the experimental and control groups in such an experimental study.

A COMPARISON OF A STUDENT-CENTERED, FREE WRITING PROGRAM WITH A TEACHER-CENTERED RHETORICAL APPROACH TO TEACHING COLLEGE COMPOSITION

Order No. 8025073

DELANEY, MARY CATHERINE, ED.D. *Temple University*, 1980. 128pp. Major Adviser: Dr. Frances Grant

Introduction. A review of recently published research on the deficient writing processes of college students has confirmed the need of newer writing curriculum and more effective instructional methods of teaching composition. These deficiencies continue to grow despite the overwhelming endorsement by English teachers for revised curricula and newer methodologies. Teachers of English currently realize that growth in writing, like growth in speech, is a matter of developing appropriate linguistic means. The National Council of Teachers of English and other national agencies concur in that they are continually addressing themselves to the writing problem.

Problem and Hypotheses of the Study. The investigation sought to compare the writing performance of a peer-oriented, peer-evaluated experimental group of College English I students with the writing performance of a teacher-centered, teacher-evaluated control group of College English I students in the areas of sentences, paragraphing, and attitude toward free writing, rhetorical modes, peer evaluation, and teacher evaluation.

Three null hypotheses were tested for significant differences between the control and experimental groups. The hypotheses were: (1) There will be no significant difference between the control and experimental groups in writing achievements as measured by the holistic scoring criteria described in Cooper's Holistic Dichotomous Scale. (2) There will be no significant difference between the control and experimental groups in the syntactic maturity of their writing as measured by the average length of terminal units in the controlled writing exercise of Hunt's Aluminum Test. (3) There will be no significant difference between the control and experimental groups in attitudes toward four composition-related stimuli as measured by Osgood's Semantic Differential Technique. The four stimuli are: free writing, rhetorical modes, peer evaluation and teacher evaluation of writing.

Conclusions. Inspection of the first null hypothesis, according to holistic criteria, showed the following results: (1) There were no significant pre to post-test differences at the .05 level of significance between the control and experimental groups in the organization and style of writing as measured by selected, holistic criteria, except in two variables. One variable in organization, that of developing a central figure, measured significantly higher for the experimental group at the .05 level of significance. One variable in stylistics, that of correct and varied syntax, was significantly higher for the experimental group at the .05 level of significance. (2) There were no significant differences between the control group and the experimental group in the syntactic maturity of their writing as measured by the average length of terminal units in the controlled writing exercise of the Hunt *Measurement of Syntactic Maturity*. (3) There were significant differences at the .05 level of significance in two composition-related stimuli as measured by the Osgood Semantic Differential Technique. The two stimuli were: peer evaluation and free writing, both of which were significant at the .05 level of significance. Teacher evaluation was significant in the pre-test, but not in the post-test at the .05 level of significance. Rhetorical modes indicated pre to post-test significance at the .05 level of significance.

In the third null hypothesis, that of attitudes toward writing, the experimental group indicated higher maturational changes at the .05 level of significance.

A COMPARISON OF THREE INSTRUCTIONAL APPROACHES FOR TEACHING WRITTEN COMPOSITION: PENTADIC, TAGMEMIC, AND CONTROL TREATMENT Order No. 8024093

EBBERT, GENEVIEVE MIEVILLE, ED.D. *Boston University School of Education*, 1980. 139pp. Major Professor: Dr. Phyllis M. Henry

Purpose. The purpose of the study was to place in the literature the first study to compare two heuristic procedures for written composition.

This study determined the relationship of achievement in written composition of sixth grade students between three treatment groups: (1) Pentadic or content-oriented heuristic procedure and control treatment; (2) Tagmemic or organizational heuristic procedure and control treatment; (3) Pentadic and tagmemic heuristic procedures.

Design and Procedure. Nine sixth grade classes in six elementary schools of a suburban town representing middle to upper-middle socio-economic levels were selected for the study. One experimental group of 47 students was taught the pentadic heuristic and 50 students the tagmemic heuristic procedure. The control treatment group, 48 students, was instructed according to the standard composition curriculum of the local school system during a ten-week period.

Data were collected from pre- and posttest compositions using an analytic scale adopted from the Dieterich writing scale and further clarified by a panel of three raters.

Results. (1) The relationship between the pentadic treatment and the control treatment group in achievement of detail in writing was significantly higher than the tagmemic group. The significant score of the pentadic group for detail was nevertheless higher than the control treatment score, indicating that the pentadic instruction was the most effective in eliciting detail in the subjects' writing. (2) The control treatment group scored significantly higher than the tagmemic group in two of the three criteria, organization and detail, used to measure the writing achievement of sixth graders. (3) When comparing the relationship between the pentadic and tagmemic experimental groups, there were no significant scores for the audience analysis and organization criteria. However, the pentadic group did score significantly over the tagmemic group for detail criterion.

Discussion and Recommendations for Further Study. A strength of this study was its content emphasis, contrary to many studies which emphasize teaching methodology or have a behavioral approach. Content was reconstructed in three ways allowing for an interdisciplinary usage of the study. For example, the study could be adapted for social studies as well as being relevant to the current trends of reading research: story grammar and scheme theory. This is due to the inherent structure and patterns of the pentadic and tagmemic procedures used in the study.

The three criteria of the analytic scale, developed by the researcher, were mapped directly to the developed curriculum, thus producing a scale which was sensitive to the outcomes of this study.

The significant results obtained in this study relate to the evaluation process which was made on what was actually taught and not on value judgments. This strong correlation study could be replicated to enhance the significant results of the tagmemic and pentadic procedures. The unique aspects of the content in this study require a longer treatment time. Both teachers and students commented that more time would have reinforced the instructional procedures and resulting materials to elicit more awareness of audience analysis, organization, and detail in writing.

With such a strong need for instructional processes directed toward the teaching of writing, this study was valuable in showing two experimental groups and one control treatment group which address this educational need.

READING, THINKING, WRITING: A PRACTICAL RHETORIC WITH READINGS Order No. 8017202

FLYNN, GREGORY LEE, A.D. *The University of Michigan*, 1980. 531pp. Chairman: Jay Robinson

Believing that much instruction in composition fails to meet the needs of a wide variety of students who may not be English majors, I have written a dissertation which is actually a rhetoric textbook designed to remedy what I consider deficiencies in many traditional composition textbooks. It is my contention that reading, thinking and writing skills are inextricably interdependent, and that a composition text must also teach reading and thinking. Accordingly, my approach to teaching rhetoric departs considerably from conventional texts in that it attempts to integrate the teaching of all three of these skills. The text is divided into four sections: reading, thinking, writing, and a final section of selected essays which illustrate basic rhetorical patterns.

The section on reading suggests techniques for improving speed and comprehension. Moreover, I have adapted these techniques from numerous academic and non-academic sources. My primary concern has been with the practical effectiveness of a method or approach, not its theoretical impressiveness. I do not think, for instance, that reading instruction which consists of developing "study skills" or answering multiple-choice questions about a passage is very effective, no matter how widespread the practice. My approach concentrates instead on improving skill in structuring and summarizing reading passages since these skills are needed in a variety of fields beyond the academic one.

My text differs from traditional writing texts in that attention devoted to purely literary concerns is minimal. Many of the texts which I have selected to serve as models of expository and persuasive writing are taken from current newspapers and magazines. In place of analyzing point of view in a short story, this text analyzes what makes the *Time* style readable and that of *The New York Times* objective.

This textbook omits the traditional composition exercises designed to improve a writer's grammar, usage and mechanics. Concern about these surface features of writing ought to be relegated to the final revision stage of a student's writing, not taught in a classroom since there is usually little transfer of the rules learned in a grammar drill to actual writing. Writing is effectively learned by analyzing, and sometimes imitating, the writing of people skilled in the craft. Included are many exercises which subject topical reading selections to critical and semantic analysis, this analysis serving as the foundation for the student's own writing.

A large part of this textbook consists of essays or adaptations of essays followed by various application exercises. These essays, ranging from Montaigne's classic essay on the art of conversation to Neil Postman's essay on the causes of stupid arguments, have been chosen with great care to illustrate some aspect of writing, to appeal to a wide variety of students, and to reflect contemporary life in America.

EFFECTS OF TRANSFORMATIONAL GRAMMAR STUDY AND SENTENCE COMBINING PRACTICE ON THE USE OF SYNTACTIC STRATEGIES IN THE WRITING AND READING OF COLLEGE FRESHMEN Order No. 8025264

FRANKE, THOMAS LEROY, PH.D. *University of Maryland*, 1980. 253pp. Supervisor: Dr. Edward F. James

This study examined the effects of transformational grammar study and sentence combining practice on the syntactic strategies employed by college freshmen in their writing and reading. The subjects consisted of 132 students enrolled in twelve sections of Freshman Composition 102 at Frostburg State College in Frostburg, Maryland. Students experienced one of four treatments: sentence combining practice only, sentence combining practice with transformational grammar study, transformational grammar study only, or a control treatment that emphasized rhetorical analysis. All treatment groups read the same essays and wrote essays on identical topics during the treatment period. Control over instructor response to student writing was maintained by use of an analytical grading scale. A student survey confirmed that experimental procedures were followed.

At the end of the eight-week treatment period, students completed a writing sample and a cloze reading test. The writing sample provided four dependent variable measures: words per T-unit, words per clause, clauses per T-unit, and qualitative paragraph rating. Results were analyzed using a 2 x 2 analysis of covariance with students' SAT verbal scores used as the covariate.

A significant interaction ($p < .05$) was found on the cloze reading test. However, comparisons of means using Tukey's test procedure failed to reveal any significant pairwise comparisons. Analysis failed to show significant differences on the three measures of sentence structure. Furthermore, the three measures of sentence structure, unlike the cloze reading test, did not show a significant relationship with the covariate. Because the homogeneity of regression assumption was rejected for the paragraph rating test, paragraph rating was analyzed using the Neyman-Johnson technique, which revealed significant differences ($p < .05$) in paragraph ratings at various levels of the covariate for seventeen pairwise comparisons. Eight of these significant comparisons showed that subjects with below-average SAT verbal scores who had engaged in transformational grammar study together with sentence combining practice received higher paragraph ratings than did students who engaged in other treatments. Seven significant comparisons showed lower paragraph ratings for subjects with above-average SAT verbal scores, following transformational grammar study together with sentence combining practice. Two other significant comparisons showed that one of the three groups engaged in transformational grammar study had significantly higher paragraph ratings than a class engaged in grammar study and sentence combining practice only. Differences occurred in the 433-509 and 462-528 SAT verbal ranges, respectively.

The failure to find significantly greater growth in syntactic fluency in writing for any treatment group was interpreted as a result of one or more of the following factors: (1) An effect of treatment schedule. (2) An effect of the specific exercises employed. (3) An effect of the control over instructor response to student writing.

This last interpretation challenges the validity of earlier studies in which instructor reponse was not controlled. Interpretation of the paragraph ratings suggested that transformational grammar study may have improved the rhetorical effectiveness of writing for students within a wide range of the SAT verbal. This interpretation, however, was very tentative, given limitations in the results and in the validity of the rating procedure.

Results of the cloze reading test were interpreted to suggest that treatment effects on reading strategies occurred, but the absence of significant pairwise comparisons rendered the results ambiguous. High vocabulary level of the test and the use of exact replacement scoring may have limited the test's sensitivity.

A STUDY IN THE EFFECTS OF PARADIGMATIC LANGUAGE TRAINING AND ITS TRANSFER TO THE READING AND WRITING PERFORMANCE OF ADULT ILLITERATES

Order No. 8029132

KATCHEN, LINDA CHERYL, PH.D. *University of Georgia*, 1980. 231pp. Director: James A. Dinnan

The purpose of this study was to investigate the effects of special training in paradigmatic language structures on the paradigmatic language responses, the reading performance, and the writing performance of adult illiterates. This study attempted to answer these questions: (1) What are the effects of special training in paradigmatic language structures on the paradigmatic language responses of adult illiterates? (2) What are the transfer effects of special training in paradigmatic language structures on the reading performance and writing performance of adult illiterates? (3) How will time affect the gains shown after treatment?

The sample in this study consisted of 10 male inmates of a minimum security correctional facility in northeast Georgia. The subjects read at less than a 5.0 grade level when the special training began.

All subjects in this study were pretested on the *Oral Paradigmatic/Syntagmatic Language Inventory* and the *Woodcock Reading Mastery Tests*, Forms A and B, subtests: letter identification, word identification, word comprehension, and passage comprehension. The subjects were also asked to write on a specific topic; their writings were analyzed using a type-token ratio.

Training in paradigmatic language structures was implemented immediately after the Pretest data were collected. Training took place every Tuesday and Thursday evening for 1¼ hours from January 29, 1980 to May 8, 1980. Approximately 45 hours were spent on training. The instructional program was based on *Basic Learning Technology*, a program developed for the Georgia State Department of Education written by Ulmer, Dinnan, and Moore in 1978.

The first posttesting was conducted immediately following the completion of the special training program. The *Oral Paradigmatic/Syntagmatic Language Inventory* and the *Woodcock Reading Mastery Tests* were administered to all subjects at this time. Subjects were asked to write on a specified topic. Residual testing was conducted five weeks after the completion of the special training. The same tests were administered for the residual testing. Alternate forms of the *Woodcock Reading Mastery Tests* were used for each test period.

A repeated-measures analysis of variance was the statistical design used to analyze the effects of time on the gains exhibited at the end of the special training. The observed effects of special training in paradigmatic language structures on the paradigmatic language responses were reported, as were the transfer effects of the special training on the reading performance and writing performance of adult illiterates.

The results of the study indicated that paradigmatic language structures can be taught. Gains were made on paradigmatic responses on the *Oral Paradigmatic/Syntagmatic Language Inventory* Posttest and Residual Test scores. These gains were stable as indicated by the Residual Testing done five weeks after instruction was completed.

Reading performance mean test scores showed an increase from the Pretest to the Posttest. Additional growth was noted on the mean Residual Test scores after instruction was completed. It is likely that the transfer effects of the special training were responsible for this growth.

Another major finding of the study was that the mean scores of writing performance showed gains from the Pretest to the Posttest and from the Posttest to the Residual Test. It is likely that the transfer effects of the special training were responsible for the gains made in writing performance.

None of the gains made on any of the dependent variables were lost over time. The effects of special training in paradigmatic language structures do not appear to dissipate over time.

A CURRICULUM UNIT DESIGNED TO ENHANCE SEVENTH-GRADE STUDENTS' COMPETENCY IN DEVELOPING EXPOSITORY PARAGRAPHS THROUGH TIME ORDER

Order No. 8016550

LARSON, SALLY ANN, ED.D. *The University of Florida*, 1979. 146pp. Chairperson: Ruthellen Crews

This study was conducted to determine whether student participation in a structured, research-based composition unit could improve student writing ability to develop expository paragraphs through time order. A pretest-posttest nonequivalent control group design was used in the study which extended over a 20-day instructional period. Data from 145 seventh-grade students were collected through writing samples on specified topics and an attitude survey which assessed student apprehension toward writing.

Teachers of the program group students received inservice training for the classroom implementation of the curriculum unit. They also received instructions for the collection of data. The comparison group teachers received instructions for the collection of data and a list of the general unit objectives. They were responsible for classroom implementation while the program group teachers followed the curriculum unit which was provided.

Two independent variables were considered, treatment group and reading level. Analysis of covariance was used to test 14 dependent variables which were related to five general areas of writing. Data analysis for three hypotheses was conducted through the analysis of variance model for gain scores when the assumptions for analysis of covariance were not met. The five areas considered were time order, elaboration, transition words and phrases, capitalization and punctuation, and attitude.

Elaboration proved to be significant by treatment group on two of three hypotheses tested. The program group means were larger than the comparison group means in both cases.

The hypotheses tested in the time-order category proved statistically significant by reading level, with the above grade level students achieving the highest means.

Statistical significance was found on all three transition variables tested. The mean number of transitions used was significant by grade level, with larger means reported for the above grade level group. Ratios of transitions to total words and transitions to total sentences were significant by treatment group. The comparison group means were larger in both cases. The differences in means for the transition variables were not deemed significant for instructional purposes even though they were statistically significant.

Student apprehension toward writing, attitude, was significant by grade level. The above grade level group means were larger than the at grade level group means, indicating that the above grade level students were less apprehensive about writing.

Four variables were examined in the area of capitalization and punctuation. None of them proved significant by treatment group or by reading level.

The significance of reading grade level as it relates to writing ability and writing improvement was substantiated in four areas-time order, elaboration, transtions, and attitude. The results of this study support the findings and beliefs of others that writing ability is related to the ability to read. The results tend to support developmental learning theory which indicates that for a given skill there is a level of readiness which must be reached before instruction can be effective.

Since availability of time is frequently a factor in instructional settings, it seems appropriate to teach those skills which research has shown can be effectively and efficiently taught. The results of this 20-day study indicate that for the sample population the use of modifiers and transition devices appears to be enhanced through instruction. A study in which instruction in these areas is extended over a longer period of time might further substantiate this finding.

When considering the implications of this study's findings, it must be remembered that the improvement of student writing involves a qualitative value judgment which is quantified for the purposes of research. In the quantifying process some of the subtleties of written communication are not taken into account.

THE INFLUENCE OF USING SPEAKING AS A PRE-WRITING ACTIVITY ON COMMUNITY COLLEGE FRESHMAN COMPOSITION PUPILS' PERFORMANCE IN AND ATTITUDES TOWARD WRITING

Order No. 8027120

MEYERS, GEORGE DOUGLAS, ED.D. *University of Maryland*, 1980. 121pp. Supervisor: John C. Carr

Although speaking activities are not part of the traditional paradigm of composition instruction, pedagogical theories and psychological findings indicate that speaking might be used to facilitate growth in writing. This study sought to determine whether a methodology incorporating speaking as a pre-writing activity would have any significant positive effect on the writing performance of community college freshman composition students. In addition, the study sought to throw light on the potentially positive side effects such a methodology could have on students' attitudes toward writing.

Four intact freshman composition classes consisting of approximately one hundred students at Prince George's Community College, Maryland, were randomly divided into two groups, control and experimental. Two instructors each taught one section of each group, and the experimental period lasted approximately thirteen weeks.

Treatment consisted of having pupils in the experimental talk-write group participate in communication dyads with one another for a session preceding the one in which essays were due. Each student conversed with a partner about what he or she was planning to write, was listened to and otherwise reinforced, and had an opportunity to jot down ideas and suggestions emerging from the conversation. The control group on these days engaged in more traditional activities, e. g. the study of grammar, punctuation and outlining.

In addition to the diagnostic essays written during the first class (used to establish that the two groups were equivalent in writing performance), four sets of essays--one in each of the rhetorical modes of description, narration, exposition and argumentation--were collected. A three-person team of outside raters evaluated the essays using the *Diederich Scale for Grading English Composition* (which was modified to eliminate the category of handwriting). The *Diederich Scale* has two sets of subscores--in *general merit* (quality and development of ideas; organization, relevance, movement; style flavor, individuality; and wording and phrasing) and in *mechanics* (grammar and sentence structure; punctuation; and spelling), as well as *total* score. The t statistic was employed to test the significance of the difference between the mean scores on all three of these measures. A .05 level of confidence was pre-determined as the level of significance.

The results revealed significant differences favoring the experimental group, as follows: for description, in *mechanics*; for narration and exposition, in *general merit* and *total* scores; for argumentation, in *general merit, mechanics* and *total* scores. For all other measures, no difference was significant.

Attitudes were measured at the beginning and at the end of the experimental period using a questionnaire consisting of eighteen Likert-type items, a modification of the *Writing Apprehension Test* developed by Daly and Miller. A large mortality factor and a coding problem preclude using the appropriate statistical analysis for these data, but the results obtained indicate a definite trend that shows experimental group attitudes toward writing improved favorably during the experimental period.

Further research is proposed to investigate the influence of oral pre-writing activities on the compositing process, students' performance in writing and their attitudes toward it. It is therefore recommended that the experiment be replicated (1) to measure attitude changes more definitively; (2) to measure changes in writing done during class time; (3) in a writing curriculum in which speaking is a more integrated and pervasive component; (4) with students at other educational levels and with various degrees of writing ability.

A RHETORIC OF COMPOSITION: THEORY INTO PRACTICE

MURRAY, PATRICIA YENNEY, PH.D. *University of Southern California*, 1980. Chairman: Professor W. Ross Winterowd

This study unites theories about the writing process with practical classroom application in a comprehensive way. In addition, it proposes a modern model for a composition program that emanates from the theoretical background explored therein. That background includes the disciplines of rhetoric, linguistics, and literature, which share a common theoretical base from which a workable composition program and instructional materials for that program can develop.

By describing and contrasting the current-traditional paradigm and the emerging modern paradigm for composition, the study shows the contemporary shift of emphasis from writer-oriented to audience-oriented written discourse, from the focus on form and correctness to a focus on voice and invention, from a view of writing as product to a view of *writing as process*. By concentrating upon the process of writing, the new composition model shifts from the traditional view of the elements of rehetoric as separate parts - invention, arrangement, style - and views writing holistically as a transaction between a writer and an audience through the medium of a text. Because writers intend some meaning and propose to affect an audience, the modes of discourse are classified according to the aims of discourse. Invention is restored in its investigatory as well as its managerial role. Perhaps the most influential element of the new model is its view of language as human action and the writer as symbol-maker and symbol-user.

Specific classroom practices are cited or proposed that are direct outgrowths of recent studies of language acquisition, reading theory, ordinary language philosophy, rhetorical models, literary criticism, syntactic fluency, and pedagogy. The new model treats style by proposing techniques of sentence combining which allow the application of transformational grammar theory to the development of syntactic fluency. Traditional rhetorical concerns of *inventio* and *dispositio* are treated through a discussion of heuristics that generate content and organization. The problems of curriculum development are handled by examining rhetorical models, which, used heuristically, develop courses of instruction, provide a philosophical base for teaching, and give direction to instructional materials. The pragmatics of oral language and reading provide insights into the writer-audience relationship that suggest specific methods of handling *ethos* and voice in writing.

A contemporary practical rhetoric is described at length and serves as a reflection and direct demonstration of how theory and practice relate. How the dynamics of producing a practical rhetoric, the influences of editors and publishers upon production of materials designed for classroom use, the exigencies of commercial publishing, and the trends in assessment techniques found in secondary schools impinge upon the development of a practical rhetoric reflect both the problems and the possibilities of translating composition theory into classroom application. In addition, the new model for composition is validated in part through an existing experimental composition program in a California high school district. Data from field tests of teaching materials and approaches show that specific programs in syntactic fluency, grammar, oral language use, and composition influence the acquisition of language skills in secondary school students.

Finally, this study establishes that a modern, comprehensive theoretical background is a necessary precondition for any program that instructs learners in language, particularly in written composition. The absence of this theoretical background creates a fragmented, chaotic program of instruction that fails to serve the majority of student writers despite occasional limited successes. The emergence of the new paradigm for composition, growing from contemporary concerns and research findings, suggests the framework for a viable composition program and guides the development of a practical rhetoric that effectively relates methodology to theory.

EFFECTS OF READING ON CHILDRENS' NARRATIVE WRITING

Order No. 8016081

NIELSEN, BEATRICE FOLSOM, ED.D. *Brigham Young University*, 1980. 156pp. Chairman: Lillian H. Heil

The purpose of this study was to investigate the effectiveness of literature as a stimulus for the writing of narrative composition by Grade 4 students, as measured by the Glazer Narrative Composition Scale (GNCS) and as compiled from the subjective evaluation of participant responses to the study. The research findings indicated that (1) there was a significant difference in the literary quality of students' writing between girls and boys; and (2) there was no significant difference in the literary quality of students' narrative writing among groups when students read silently or were read to, with or without questions before writing, over a period of ten treatment sessions.

Students perceived themselves as writing longer and better stories and enjoying writing more at the end of the study than at the beginning. There was a marked difference between girls' and boys' choices of subject matter and among the writing of students from different classrooms.

PEDAGOGICAL IMPLICATIONS OF SOME INDUCTIVE PROCEDURES APPLICABLE TO PREWRITING

Order No. 8026131

PARHAM, ROBERT RANDALL, PH.D. *The Florida State University*, 1980. 163pp. Major Professor: Dr. Dwight Burton

This study treats several areas of composition theory, giving special attention to the presence of inductive procedures in each approach. The Neo-classical approach, the Pre-writing approach, Free Writing, dramatism, and tagmemic theory. Two theories are analyzed in special depth: (a) the dramatism of Kenneth Burke, and (b) the tagmemic theory of Kenneth Pike.

In the last part of the study attention is given to pedagogical applications of certain inductive methods identified earlier in the study. The procedures suggested by Burke and Pike are again developed in greater detail than other methods discussed.

THE EFFECTIVENESS OF AN INTERVENTION STUDY IN CRITICAL THINKING SKILLS DESIGNED TO IMPROVE WRITTEN COMPOSITION IN ELEVENTH AND TWELFTH GRADERS

Order No. 8014250

PISANO, ROBERT CHRISTOPHER, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 293pp. Chairperson: Robert P. Parker

The primary purpose of this study was to determine if an intervention program of critical thinking skills could be used to improve the expository writing skills of eleventh and twelfth graders. It was hoped that the results of such an investigation would lead to a better understanding of the transfer of critical thinking skills from an oral to a written mode.

The design of the study involved the collection of pre and post essays from experimental and control groups. The *Watson-Glaser Critical Thinking Appraisal* was also administered to both groups to ascertain pre and posttest scores over five critical thinking parameters. Both pre and post essays were rated holistically in addition to being analyzed in terms of an Analytic Scale Evaluation (ASE). This ASE reflected the same five critical thinking parameters as outlined in the *Watson-Glaser Critical Thinking Appraisal*. A sixth writing parameter of "unsupported evaluative statements" was also examined in the pre and post writing samples. The eight instructors in this study were also given the Minnesota Teacher Attitude Inventory. This instrument was used in order to ascertain the "open-receptive" versus "closed-restrictive" teachers. Two "open" and two "closed" instructors were placed in both the experimental and control groups.

The major statistical procedures used in the analyses of the data collected included the analysis of difference-scores in addition to an analysis of separate variance estimates.

Major Results of the Study. Students' holistic writing in the experimental group improved when they were exposed to teachers using critical thinking questioning techniques. Males in the twelfth grade made the most progress. Students in the experimental groups also tended to write more than the control groups based on their Analytic Scale Evaluations. A problem in the "closed" control groups was the tendency on the students' part to produce "perfunctory" writing which lacks any personal style or commitment to the writing process. Writing seems to improve when teachers are more "open" and receptive to student writing performances. Student writing also tends to improve when teachers allow time for "pre-talk" activities and opportunities for student discussion prior to and following the writing exercises.

The following recommendations were also made: (1) The teacher of composition should include an element of structure through focused inquiry-questioning techniques but also be aware of those attitudinal factors which can affect the writing process. (2) The writing program in the high school should allow for exercises which permit the student to use both the poetic and transactional modes. These writing assignments should also be encouraged in different curriculum areas. (3) A writing program should be established in the high schools which stresses the importance of critical thinking skills together with in-service training to assist teachers in developing inquiry-questioning strategies. This program would be most effective if there were articulation procedures from year to year so that students and teachers alike were aware of the types of critical thinking skills that were to be stressed in the English curriculum. (4) A high school English program that employs inquiry techniques as one of its strategies should also use a rubric or written outline of specific critical thinking skills so that students and teachers are both aware of those critical thinking skills which may improve the student's language and writing skills.

THEORY AND PRACTICE IN THE SEQUENCING OF COMPOSITION ASSIGNMENTS: ISSUES IN ORDER

Order No. 8028294

STEINHOFF, VIRGINIA NEES, PH.D. *The University of Iowa*, 1980. 187pp. Supervisor: Professor Carl H. Klaus

Composition assignments have rarely been scrutinized for their strategic consequences in the writing classroom, nor have systematic discussions of how assignments profess theory been frequently undertaken. Although research on the composing process has begun to illuminate the previously obscured decisions and expectations that antedate the product, the composition, this research has not often taken the assignment which characteristically begins the process in the schools as a critical variable.

Theoretical speculations and model-building, as well, have stimulated composition studies in the last twenty years. We have now articulated relationships between the parts of discourse and the variety of aims in communication. We have refined techniques for analyzing and comparing texts for rhetorical, linguistic and stylistic features. We have begun to correlate the development of writing abilities with what students of human growth in general suggest about cognitive development. We have reanimated rhetorical studies and returned invention to a central place in the art of composition.

But all of the new theories, though suggestive, require translation into a temporal and strategic order in the writing classroom. This is what the writing assignment often fails to do: advance a coherent strategy. Models and paradigms and sytems are analytical tools that empower writing teachers; but analysis is not, we assume, the first priority for students nor a fundamental ground for what we hope to teach them. Indeed, studies of young children suggest that we come to analysis and categories through story-telling and through dramatic interactions. Participating fully in context with other speakers and writers we change the world enough, together, to learn how to detach ourselves from the immediate context and so achieve analysis.

In the first four chapters, four groups of college composition assignments are examined for the context they create, for traces of underlying theory, and for strategic advancement of goals. In Chapter I, five conventional mode-oriented assignments by Sylvan Barnet and Marcia Stubbs are examined to prepare a base from which to identify the explicitly sequenced assignments in Chapters II, III, and IV. All of these sequences were explicitly designed to be assigned and written one after the other in such a way as to exploit development in time and the power of connection. In these sequences, three distinct epistemologies and theories of composing eventuate in three different kinds of sequential strategies, orders which suggest issues for future analysis of other sequences and for classroom trials of original orders by teachers.

Walker Gibson's initial assignments in *Seeing and Writing*, 2nd ed. (New York: McKay, 1974), demonstrate the strategy of profound redundancy. Their revisions of point of view are discussed in terms of the dramatic interaction between choice (the writing process) and consequences (the product). Fred Morgan's *Here and Now III* (New York: Harcourt, Brace, Jovanovich, 1979), illustrates a more atomistic approach to skills and components of writing. Richard Lloyd-Jones' sequence for Expository Writing, Spring 1978 (University of Iowa), is reproduced in full and compared to Gibson and Morgan as a more explicitly rhetorical sequence.

Studying assignments out of context, I conclude, is rewarding and ought to be fundamental for training programs and for groups of teachers across academic boundaries. Sequences yield insights into problems of strategy and profound theoretical issues which each teacher must address in practice; even though the profession is preparadigmatic, a teacher is ethically bound to profess the best. The composition of assignments is our most visible theoretical act, since by it we exemplify what we profess to teach.

WRITING THROUGH READING FOR THE GIFTED STUDENT

Order No. 8016292

STRACHER, DOROTHY ALTMAN, PH.D. *Hofstra University*, 1979. 226pp.

The purpose of this study was to present a Writing through Reading Model that could be used with verbally gifted students from kindergarten through twelfth grade. This Model would assess and evaluate their present level of expertise; such information could then be utilized to expand their language abilities. In this process, a model unit for the primary grades would be offered which would enable teachers to develop a cohesive language program that would facilitate both gifted students' skills and knowledge.

A search of the literature indicated that precocity in and of itself could not guarantee youngsters' maximum educational growth. Learning theory suggested that all humans develop hierarchically; educational practice was critical in assuring both longitudinal and horizontal decalage in each stage. Another factor considered in the development of this Model was that while gifted children tended to more rapidly synthesize skills, they were not, necessarily, capable of developing formal thought processes earlier than their peers. To further compound the problem of developing a meaningful program for verbally gifted youngsters, no clearly delineated theoretical framework has been promulgated in the field of gifted education.

Initially, a philosophical and psychological base for such an education needed to be posited. Other researchers and studies in the field of cognition which offered guidelines for a language program for the gifted were included. Prime among these were: Bloom's *Taxonomy of Educational Objectives*; Taba's *Thinking in Elementary School Children*; Henry's *Teaching Reading as Concept Development: Emphasis on Affective Thinking*; and Bettelheim's *The Uses of Enchantment*.

Then, assessment tools, the Writing Inventory and the Writing Program Planning Form, were developed to ascertain each gifted child's level of fluency in writing and to aid in the programming of appropriate learning experiences. The Model developed integrated the teaching of reading and writing using content materials of a unit on Greek mythology, "Don't Be Wary of Bearing Greeks to the Gifted." The two primary source books utilized were W. H. D. Rouse's *Gods, Heroes and Men of Ancient Greece* and Isaac Asimov's *Words from the Myths*.

Unit work which stressed meaningful literary selections that combined the intellectual and the intuitive, as opposed to individual or basal readings, was suggested as the appropriate vehicle for providing those literary experiences for gifted children that maximize their creative abilities. Within this larger frame, individual writing needs could easily be incorporated. In addition, such a program offered an on-going evaluation process.

Such a Model utilized reading and writing as the warp and woof of a language program for the verbally gifted. The specific materials suggested were carefully selected for use with gifted youngsters. Literary choices for these children were those which have a depth of content and an excellence of style. This approach was deemed necessary for those students whose intellectual abilities are considered part of our natural resources and one of our greatest national treasures.

THE INFLUENCE OF SENTENCE COMBINING INSTRUCTION ON THE SYNTACTIC MATURITY AND WRITING QUALITY OF MINORITY COLLEGE FRESHMEN IN A SUMMER PREENTRY PREPARATION PROGRAM

Order No. 8020623

TOMLINSON, BARBARA MACMICHAEL, PH.D. *University of California, Riverside*, 1980. 141pp. Chairman: Professor Dan M. Donlan

This study explored the effect of sentence combining instruction, a method of improving writing proved successful of middle-class students, on the writing of an important student subpopulation, college freshmen of ethnic minority and disadvantaged economic background. The study was also designed to determine the effects on syntactic maturity, writing quality and reading of two variations on the sentence combining process: (1) sentence combining instruction emphasizing within each exercise the wide range of choices available to the syntactic manipulator, and (2) sentence combining instruction emphasizing the patterns by which the manipulator can habituate syntactic strategies. The following hypotheses were made: (1) Summer program students who complete a sentence combining curriculum will have greater syntactic maturity (T-unit length, clause length, clauses-per-T-unit) and writing of better quality than students who complete an a-syntactic curriculum. (2) Summer program students who complete a pattern-focused sentence combining curriculum will exhibit greater syntactic maturity than students who complete an option-focused sentence combining curriculum. (3) Summer program students who complete an option-focused sentence combining curriculum will produce writing judged of higher quality than that of students who complete a pattern-focused sentence combining curriculum. (4) Summer program students who complete different treatments will not differ in their reading performance.

Subjects were 87 students of ethnic minority background attending a summer program for disadvantaged students at the University of California, Irvine, in the summer of 1979. Students were randomly assigned to the three treatment groups, which were all taught by the same instructor. Students in pattern-focused sentence combining completed exercises and accompanying discussion for the first six chapters of Daiker, Kerek & Morenberg's *The Writer's Options*. Students in option-focused sentence combining based their activities on combining the same kernel sentences but explored all the syntactic options available to a writer for any set of sentences. The third treatment group involved students in vocabulary development activities, thus providing an a-syntactic control group. Treatments, which were supplementary to a traditional remedial composition curriculum, consisted of twelve hours of instruction over six weeks. Measures included T-unit length, clause length and clauses-per-T-unit on the University of Florida aluminum rewrite passage and on two posttest argumentative essays written under varying instructions, holistic quality scores on the two essay posttests, and scores on the Metropolitan Achievement Test Survey Test in Reading: Advanced 2.

Data were submitted to two planned orthogonal comparisons. On the aluminum rewrite passage, sentence combining groups wrote longer T-units and more clauses-per-T-unit than the control group ($p < .05$). Syntactic maturity differences were evident on the posttests only on clause length on one occasion and clauses-per-T-unit on another. Clause length favored the control group, but there was some evidence (strong trend toward negative correlation with quality) which suggested that it may have indicated poor writing. Several trends favored the sentence combining groups. There were no differences in holistic quality scores. Employment of the analysis of covariance, using pretest scores as the covariate, indicated significant differences between groups, with the option-focused group reading more poorly.

A major limitation of the study is the limited instructional time--12 hours. The results of this study may be interpreted to support in a general sense the ability of sentence combining instruction to influence the syntactic maturity of minority students in a short-term format but indicate that the influence is limited. It suggests that the effects of different sentence combining treatments on reading should be investigated.

A STUDY COMPARING A SIMULATION-GAME CURRICULUM WITH A TRADITIONAL CURRICULUM IN TEACHING COMPOSITION TO TENTH GRADE GIFTED STUDENTS

Order No. 8025801

WESOLOWSKI, ROBERT JOSEPH, PH.D. *The University of Michigan*, 1980. 210pp. Chairman: Stephen Dunning

The purpose of this study was to compare a traditional curriculum and a simulation game curriculum in the teaching of composition to gifted tenth graders. Four hypotheses were presented. They were: (1) Gifted students who play simulation games designed, in part, to improve critical thinking skills, will significantly improve their critical thinking skills. (2) Gifted students who play simulation games will significantly improve their writing. (3) Gifted students will value a simulation game curriculum over their English classroom experiences in the past. (4) Gifted students will identify at least two activities, and one characteristic of each activity, as most valuable to them.

Chapter I reviews a traditional approach to the teaching of composition by examining some research trends since 1900, by reviewing recent studies in the teaching of composition, and by reviewing research on methods of evaluating student compositions.

Chapter II examines several views of giftedness, problems of identifying giftedness, programs for the gifted, and some program implications. Part of Chapter II also examines the concept of play as part of the basis of games, and reviews current research in simulations and games.

Chapter III describes five writing projects in an experimental simulation-game curriculum. Following each project is a presentation of student evaluations of the project. Included is a survey of student attitudes toward the simulation game curriculum.

In Chapter IV, analysis of writing samples, test scores, and student attitude surveys reveal: (1) The Watson-Glaser pretest and posttest scores are not significantly different. Hypothesis one is not supported by test evidence. (2) Writing sample evidence suggests neither the experimental nor the traditional group writing skills changed significantly during the period of this study. Hypothesis two is not supported by this study. (3) Experimental and control group responses to an attitude survey showed both groups generally value their tenth grade English classroom experiences over their previous English classroom experiences. Hypothesis three is partially supported. (4) Since many students listed several activities in the experimental curriculum as valuable to them, Hypothesis four can be confirmed.

Recommendations for further study include the building of improved research models for composition in secondary schools, the creation of a more accurate description of intellectual abstracting processes in the composing process, and a closer examination of the writer's intent in relation to the writer's audience. One important implication for further research might involve an investigation of attitudes of gifted students toward writing assignments, a look at conditions under which writing is expected to occur in secondary schools, and what purposes are claimed for secondary school writing.

THE TEACHING OF WRITING IN AN ELEMENTARY SCHOOL

WHALE, KATHLEEN BAILIE, ED.D. *University of Toronto (Canada)*, 1980.
Supervisor: Dr. John McInnes

The purpose of this study was to describe the teaching of writing as it was carried out across the grades in an elementary school. The study describes and analyzes: (1) factors with the potential to influence teachers' writing instruction, (2) actual features of their writing instruction, and (3) relationships among these aspects of the teaching of writing.

Participant observation was the methodology used to achieve the purpose of the study. Data were collected by questionnaire and personal interview with each teacher, and by interviews with the principal and the librarian in the school. Information concerning features of each teacher's writing instruction was obtained by direct observation of classroom instruction, examination of materials used, and collection of students' writings from each period of writing instruction. Additional information was gathered from each teacher: in discussions before and after writing instruction, and in a personal interview when the classroom observations were completed.

A pilot study was conducted to gain practice in interviewing and observing, to develop and try out data collection procedures: short questionnaire, personal interview schedules, observation summary charts, verbatim note-taking. Procedures to organize and analyze the data were developed and practised also.

The study proper was conducted over a period of nine weeks in a small, urban elementary school with one hundred fifteen students, and a staff of five teachers, a principal, and a part-time librarian. The procedures yielded descriptive accounts of the environment for writing in each classroom in the school, and in the school as a whole. From the evidence provided in the descriptive accounts five analytical steps followed: (1) identification of practical principles guiding each teacher's writing instruction, (2) comparison of the Board's principles with the school's principles, (3) comparison of classification of students' writings across all grade levels, (4) comparison of actual features of writing instruction with classification of students' writings, and (5) relationships between teaching and theory: language as a human behaviour.

As a result of the analysis, the following hypotheses were generated: (1) Professional consultation about the teaching of writing is sought only from authority figures. (2) A school language policy for teaching writing is more likely to be a reaction to factors external to the school than a result of planning that incorporates the collective judgments of the school's professionals. (3) The ability to teach language as a human behaviour is directly related to a teacher's level of knowledge of language and language development. (4) A major factor guiding the teaching of writing is experience that is unrelated to any form of teacher training. (5) A major role of the principal is to mediate between parental vested interests and the Board's policy as manifested in curriculum guidelines. These hypotheses suggest areas where theories might be developed depending upon whether the same evidence emerged with consistency in further study. Such theories would broaden the basis for improved preparation of teachers, and for extending the perceptions of practising teachers regarding the functions of teaching writing. They would facilitate, as well, the preparation of appropriate curricula and instructional materials.

MYSTERIES OF THE SENTENCE AND OTHER ESSAYS ON THE NATURE AND TEACHING OF WRITING Order No. 8028305

WHITE, FRED DANIEL, PH.D. *The University of Iowa*, 1980. 164pp.
Supervisor: Professor Richard Lloyd-Jones

The teaching of composition to college freshmen is a rich, variegated pursuit, and it is the central purpose of these essays to emphasize that richness and variety by exploring (a) the nature of writing itself, (b) pedagogical techniques, and (c) writing in relation to other areas of learning--all of this in the light of current scholarship.

Following an Introduction, which serves to provide an overview of the major themes to be encountered in the essays, as well as provide a rationale for their particular stylistic strategies, are eight essays which may be summarized as follows: (1) "The Language of Science and the Responsibilities of the Writer": Too rigid distinctions between science and the arts can result in a failure to disseminate knowledge across the curriculum. Serious writers need to accept responsibility for bridging conceptual gaps between disciplines. (2) "The Play-Drive and the Teaching of Writing": Schiller and Huizinga have found play to be a crucial element in human culture. The human instinct for play, repressed after childhood, can, if revived, stimulate creative thinking. (3) "Of Creativity and Writing": We need to gain insight into the nature of creativity without having to "demystify" it. (4) "Photography and Composition": Both the taking and the contemplation of photographs can contribute to the development of writing ability. The compositional skills of photographers are effective for heightening perception in preparation for writing. (5) "Teaching Journal Writing": Journals are indispensable writers' tools. Students need to discover the wide variety of journal-keeping techniques that exist in order to adopt a strategy best suited to their individual interests and temperaments. (6) "Designing Writing Tasks for Underprepared Freshmen": Writing exercises presented and executed *in vacuuo* do little to help underprepared students improve their writing. Interacting with a caring teacher, especially on a one-to-one basis, is necessary. (7) "A Process Approach to Literary-Text Models in Freshman Composition": Reading essays, stories, and poems can serve a valuable purpose for freshman comp. only if the "finishedness" of a work is ignored and its rhetorical and stylistic properties are mined and "tried on for size." (8) "Mysteries of the Sentence": Exploring the intricacies of syntax and its relationship to human behavior can give new significance to the act of writing.

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